

**DEPARTMENT OF EDUCATION**  
P. O. BOX 2120  
Richmond, Virginia 23218-2120

CAREER AND TECHNICAL EDUCATION MEMO NO. 056-13

**DATE:** September 4, 2013

**TO:** CTE Administrators

**FROM:** Lolita B. Hall, Director  
Office of Career and Technical Education Services

**SUBJECT:** **Perkins IV State Negotiated Levels of Performance for 2013-2014**

In compliance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), school divisions are required to meet or exceed state levels of performance for the core indicators in career and technical education CTE programs. The following pages contain: (1) list of core indicators, state negotiated levels of performance for program year 2013-2014, and the data collection sources; (2) the performance measures and data definitions; and (3) common terms and definitions associated with the Perkins IV Performance Standards and Measures Accountability System for Virginia.

Please note, for program year seven, 2013-2014, based on Virginia's recent approved flexibility under the Elementary and Secondary Education Act of 1965 as amended (ESEA) by the U.S. Department of Education, the Perkins IV Final Agreed Upon Performance Levels (FAUPL) for two indicators of performance: academic attainment in reading/language arts (1S1); and academic attainment in mathematics (1S2) have been adjusted. These adjustments are based on Virginia's Federal Annual Measurable Objectives (FAMO) for all students. More detailed information will be presented on September 19, 2013, during the video streamed *Training Session #6, **Beginning-of-Year: Financial Information, Reimbursements, and Reports.***

If you have questions, please contact the data management team, Office of Career and Technical Education Services at [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or by telephone at 804-786-4206.

LBH/jts

## Perkins IV Performance Measures (2013-2014 Virginia Agreed Upon Performance Levels)

Core Indicator Code	Core Indicator of Performance	State Negotiated Level of Performance 2013-2014	Data Collection Source
1S1	Academic Attainment English: Reading	66.00%*	<ul style="list-style-type: none"> <li>End-of-Course (EOC) Standard of Learning Test Scores</li> </ul>
1S2	Academic Attainment Mathematics (Highest level)	64.00%*	<ul style="list-style-type: none"> <li>End-of-Course (EOC) Standard of Learning Test Scores</li> </ul>
2S1	Technical Skills Attainment A. Student Competency Rate	84.00%	<ul style="list-style-type: none"> <li>Final Completer Demographics Report (CDR)</li> <li>Career and Technical Education Credential Collection (CTECC)</li> </ul>
	B. Completers Participating in Credentialing Tests	55.00%	
	C. Test Takers (Completers) Passing Credentialing Tests	76.00%	
	D. Completers Passing Credentialing Tests	35.00%	
	E. Completers who passed a credentialing test <b>plus</b> Completers who earned an Advanced Studies Diploma and did not pass a credentialing test	43.00%	
	<b>Information Indicator</b> —Completers who earned an Advanced Studies Diploma <b>and</b> passed a credentialing test	Not Applicable	
3S1	Secondary Program Completion Rate	91.00%	<ul style="list-style-type: none"> <li>Final Completer Demographics Report (CDR)</li> <li>End-of-Year Student Record Collection Drop-out Report</li> </ul>
4S1	Graduation Rate	86.00%	<ul style="list-style-type: none"> <li>Final Completer Demographics Report (CDR)</li> </ul>
5S1	Transition Rate from Secondary School to Postsecondary Education, Employment or Military	90.00%	<ul style="list-style-type: none"> <li>CTE Follow-Up Survey of Program Completers</li> </ul>
	Program Completer Survey Response Rate	75.00%	<ul style="list-style-type: none"> <li>CTE Follow-Up Survey of Program Completers</li> </ul>
6S1	Nontraditional Career Preparation Enrollment	28.00%	<ul style="list-style-type: none"> <li>Secondary Enrollment Demographics Form (SEDF)</li> </ul>
6S2	Nontraditional Career Preparation Completion	25.00%	<ul style="list-style-type: none"> <li>Final Completer Demographics Report (CDR)</li> </ul>

\* Based on Virginia's Federal Annual Measurable Objectives (FAMO) for all students under the NCLB Act, flexibility waivers were granted by USDOE in March 2013. Reading – Calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year. Mathematics – Calculated in fall 2012 based on results of new statewide mathematics assessments administered the first time during the 2011-2012 school year.

# Performance Measures and Data Definitions

## **1S1—Academic Attainment rate for English: Reading equals the pass rate percentage of CTE students on the Standards of Learning (SOL) End-of-Course (EOC) English: Reading test (Reported by Responsible Division)**

Numerator: Number of CTE completers who have met the proficient or advanced level on the statewide high school EOC English: Reading assessment based on the scores that were included in the school division's computation of Federal Annual Measurable Objectives (FAMO) and who, in the reporting year, left secondary education.

Denominator: Number of CTE completers who took the SOL assessments in EOC English: Reading whose scores were included in the school division's computation of FAMO and who, in the reporting year, left secondary education.

## **1S2—Academic Attainment rate for mathematics equals the pass rate percentage of CTE students on the SOL EOC mathematics test (Reported by Responsible Division)**

Numerator: Number of CTE completers who have met the proficient or advanced level on the statewide high school EOC mathematics assessment (highest level) based on the scores that were included in the school division's computation of FAMO and who, in the reporting year, left secondary education.

Denominator: Number of CTE completers who took the SOL assessments in EOC mathematics (highest level) whose scores were included in the school division's computation of FAMO and who, in the reporting year, left secondary education.

## **2S1—Technical Skills Attainment: Rate for School Divisions is calculated by the Virginia Department of Education. (Reported by CTE Serving Division)**

### **A. Student Competency Rate from End-of-Year (EOY) Student Record Collection (CTE Completers)**

Numerator: Number of CTE completers who attained a satisfactory rating (one of the three highest marks) on the Student Competency Rating (SCR) scale on at least 80 percent of the required (essential) competencies in a CTE course

Denominator: Number of CTE completers

### **B. Participation Rate Percentage of CTE Completers Taking External Credentialing Tests**

Numerator: Number of CTE completers who participated in an approved external examination

Denominator: Number of CTE completers

### **C. Passing Rate of CTE Completers Taking External Credentialing Tests**

Numerator: Number of CTE completers who passed an approved external examination

Denominator: Number of CTE completers taking external credentialing tests

### **D. Completers Passing Credentialing Tests**

Numerator: Number of CTE completers who passed an approved external examination

Denominator: Number of CTE completers

### **E. CTE Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test**

Numerator: Number of CTE Completers passing a credentialing test plus the number of CTE completers earning an Advanced Studies diploma without passing a credentialing test

Denominator: Number of CTE completers

**Information Indicator:** CTE Completers who earned an Advanced Studies Diploma and passed a credentialing test

Numerator: Number of CTE completers earning an Advanced Studies Diploma and passing a credentialing test

Denominator: Number of CTE completers

**3S1—Secondary Program Completion Rate (Reported by Responsible Division)**

Numerator: Number of CTE completers who earned a secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the school division) during the reporting year

Denominator: Number of CTE completers who left secondary education during the reporting year

**4S1—Secondary School Student Graduation Rate (Reported by CTE Serving Division)**

Numerator: Number of CTE completers who earned an Advanced Studies, International Baccalaureate, or Standard Diploma

Denominator: Number of CTE completers who earned a secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the school division) during the reporting year

**5S1—Transition Rate from Secondary School to Postsecondary Education, Employment or Military (Reported by CTE Serving Division)**

Numerator: Number of CTE completers who left secondary education during the prior year and were enrolled in postsecondary education or advanced training, military service, or employment

Denominator: Number of CTE completers who left secondary education during the prior year

**5S1—CTE Completer Response Rate (Reported by CTE Serving Division)**

Numerator: Number of CTE completers who responded completely to the Follow-up Survey of Program Completers

Denominator: Number of CTE completers who left secondary education during the prior year

**6S1—Nontraditional Career Preparation Enrollment (Reported by CTE Serving Division)**

Numerator: Number of CTE enrollees from underrepresented gender groups who participated during the reporting year in a program that leads to employment in nontraditional fields

Denominator: Number of CTE enrollees during the reporting year in a program that leads to employment in nontraditional fields

**6S2—Nontraditional Career Preparation Completion (Reported by CTE Serving Division)**

Numerator: Number of CTE completers from underrepresented gender groups who completed during the reporting year a program that leads to employment in nontraditional fields.

Denominator: Number of CTE completers during the program year of a program that leads to employment in nontraditional fields.

## Common Terms and Definitions

Enrollee	An enrollee is a secondary student in grades 6–12 who is enrolled in a state-approved Career and Technical Education (CTE) course.
Concentration	A concentration is a coherent sequence of state-approved courses as identified in the course listings within the Career and Technical Education Administrative Planning Guide (APG).
Completer	A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program. (NOTE: Students may take additional CTE courses that will enhance their career pathway goals.)
Finisher	A finisher is a secondary student who has earned two (2) or more standard credits for state approved courses in a single CTE program area.
Specialization	A specialization is a student choice to take additional courses beyond a minimum completer course sequence in a specific career area related to his/her career pathway.
Leaver	A leaver is a secondary student who was enrolled in a CTE program and either transferred to another school or dropped out of school without graduating.
Certification/Licensure Assessments	Completion of certain skill sets and coursework enables students to participate in the Board of Education approved assessments for industry certifications, a state license, or national certification and/or occupational competency certifications. Students who earn these credentials are eligible to earn verified credits toward graduation requirements.
Special Populations	Special populations are individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.
Responsible Division	The “Responsible Division” is where: a) the student resides, b) the student attends a school through open enrollment, <i>or</i> c) tuition is waived. NOTE: The Responsible Division must report the records of students when the Serving Division number is greater than 218 or not equal to 900.
Serving Division	The “Serving Division” is the division or agency that provides services to the student. NOTE: Only a division whose code number is less than or equal to 218, or is equal to 900, will submit a report to VDOE. If the Serving Division number is greater than 218 or not equal to 900, the Responsible Division must report the records of those students.
CTE Serving Division	The “CTE Serving Division” is where a student was first reported with a CTE Finisher Code of 1, 2 or 5 in the Student Record Collection.
CTE Serving School	The “CTE Serving School” is where a student was first reported with a CTE Finisher Code of 1, 2 or 5 in the Student Record Collection. CTE Serving Schools can include CTE Regional Centers, CTE Division-level Centers, Governor’s STEM Academies, and Governor’s Health Sciences Academies.
CTE Data Reporting School Year	September 1 through August 31 (fall, spring, summer).